

Upcoming KYAE Workshops, 2008-09

Courses below are approved for PDU credit. Self-directed activity (SDA) requirements should be completed by May 1, 2009. Program directors and PD advisors must reconcile SDAs on PDtrack on or before May 31, 2009.

<i>ABE Assessment</i>	<i>Date</i>	<i>Region</i>	<i>Location</i>	<i>Trainers</i>
<i>Introduction to TABE & Diagnostic Tools</i>	<i>Aug. 1</i>	<i>1</i>	<i>Madisonville</i>	<i>S. Anderson/J. Bullock</i>
<i>Introduction to TABE & Diagnostic Tools</i>	<i>Aug. 18</i>	<i>2</i>	<i>London</i>	<i>S. Anderson/J. Bullock</i>
<i>Introduction to TABE & Diagnostic Tools</i>	<i>Sep. 12</i>	<i>3</i>	<i>Elizabethtown</i>	<i>S. Anderson/J. Bullock</i>
<i>Introduction to TABE & Diagnostic Tools</i>	<i>Oct. 10</i>	<i>6</i>	<i>Paintsville</i>	<i>S. Anderson/J. Bullock</i>
<i>Introduction to TABE & Diagnostic Tools</i>	<i>Oct. 24</i>	<i>4</i>	<i>Florence</i>	<i>S. Anderson/J. Bullock</i>
<i>Introduction to TABE & Diagnostic Tools</i>	<i>Jan. 9</i>	<i>5</i>	<i>Versailles</i>	<i>S. Anderson/J. Bullock</i>
<i>Administering the GED OPT</i>	<i>Sep. 5</i>	<i>3</i>	<i>Elizabethtown</i>	<i>J. Bullock/K. Combs</i>
<i>Administering the GED OPT</i>	<i>Sep. 19</i>	<i>6</i>	<i>Paintsville</i>	<i>J. Bullock/K. Combs</i>
<i>Administering the GED OPT</i>	<i>Oct. 31</i>	<i>2</i>	<i>London</i>	<i>J. Bullock/K. Combs</i>
<i>English as a Second Language</i>	<i>Date</i>	<i>Region</i>	<i>Location</i>	<i>Trainers</i>
<i>BEST Plus Implementation</i>	<i>Aug. 14</i>	<i>All</i>	<i>Versailles</i>	<i>K. Olson/K. Combs</i>
<i>BEST Plus Implementation</i>	<i>Apr. 2</i>	<i>All</i>	<i>Madisonville</i>	<i>K. Olson/K. Combs</i>
<i>BEST Refresher</i>	<i>Sep. 26</i>	<i>All</i>	<i>Georgetown</i>	<i>K. Combs</i>
<i>BEST Refresher</i>	<i>Jan. 9</i>	<i>All</i>	<i>Georgetown</i>	<i>K. Combs</i>
<i>CASAS Implementation</i>	<i>Aug. 8</i>	<i>All</i>	<i>Versailles</i>	<i>A. Dietz/J. Reynolds</i>
<i>CASAS Implementation</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>
<i>How to Teach so Your Students Can Remember (ESL/ABE)</i>	<i>Aug. 15</i>	<i>All</i>	<i>Versailles</i>	<i>K. Olson</i>
<i>Orientation to ESL</i>	<i>Sep. 8</i>	<i>All</i>	<i>Versailles</i>	<i>J. Bullock/S. Willey</i>
<i>Using Authentic Materials for All Levels of ESL Instruction</i>	<i>Apr. 3</i>	<i>All</i>	<i>Madisonville</i>	<i>K. Olson</i>
<i>Family Literacy</i>	<i>Date</i>	<i>Region</i>	<i>Location</i>	<i>Trainers</i>
<i>Foundations in Family Literacy</i>	<i>Sep. 18-19</i>	<i>3</i>	<i>Louisville</i>	<i>KIFL</i>
<i>Foundations in Family Literacy</i>	<i>Jan. 22-23</i>	<i>3</i>	<i>Louisville</i>	<i>KIFL</i>

<i>Leadership</i>	<i>Date</i>	<i>Region</i>	<i>Location</i>	<i>Trainers</i>
<i>Program Directors Institute</i>	<i>Aug. 21-22</i>	<i>All</i>	<i>Lexington</i>	<i>KYAE</i>
<i>Leadership Excellence Academy</i>	<i>Oct. 8</i>	<i>All</i>	<i>Lexington</i>	<i>Leadership Excellence Academy</i>
<i>Leadership Excellence Academy</i>	<i>Jan. 21</i>	<i>All</i>	<i>Lexington</i>	<i>Leadership Excellence Academy</i>
<i>Math</i>	<i>Date</i>	<i>Region</i>	<i>Location</i>	<i>Trainers</i>
<i>Casio fx-260 Calculator</i>	<i>Nov. 7</i>	<i>4</i>	<i>Ashland</i>	<i>C. Maggard</i>
<i>Casio fx-260 Calculator</i>	<i>Jan. 23</i>	<i>5</i>	<i>Georgetown</i>	<i>C. Maggard</i>
<i>Dev. Learning Stations for Math</i>	<i>Nov. 7</i>	<i>1</i>	<i>Madisonville</i>	<i>Sara Gutting</i>
<i>Dev. Learning Stations for Math</i>	<i>Mar. 13</i>	<i>4</i>	<i>Florence</i>	<i>Sara Gutting</i>
<i>Foundations in Math Instruction</i>	<i>Sep. 12, 19</i>	<i>1</i>	<i>TBD</i>	<i>J. Garrett/ J. Vander Molen</i>
<i>Foundations in Math Instruction</i>	<i>Apr. 30, May 1</i>	<i>6</i>	<i>Mt. Sterling</i>	<i>C. Maggard</i>
<i>Foundations in Math Instruction</i>	<i>Dec. 4, 5</i>	<i>3</i>	<i>Louisville</i>	<i>W. Couvillion</i>
<i>Foundations in Math Instruction</i>	<i>Sep. 25-26</i>	<i>2</i>	<i>Glasgow</i>	<i>J. Garrett/ J. Vander Molen</i>
<i>Foundations in Math Instruction</i>	<i>Oct. 17, 31</i>	<i>4</i>	<i>Florence</i>	<i>B. Popple</i>
<i>Foundations in Math Instruction</i>	<i>Sep. 26, Oct. 3</i>	<i>5</i>	<i>TBD</i>	<i>B. Burkett,/B. Hill</i>
<i>Math Refresher Workshop Pilot</i>	<i>Jan-Feb</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>
<i>Reading/Writing</i>	<i>Date</i>	<i>Region</i>	<i>Location</i>	<i>Trainers</i>
<i>Foundations in R/W Instruction</i>	<i>Oct. 27, 28</i>	<i>6</i>	<i>Jenny Wiley</i>	<i>CCLD</i>
<i>Foundations in R/W Instruction</i>	<i>Nov. 17, 18</i>	<i>1</i>	<i>Paducah</i>	<i>CCLD</i>
<i>Foundations in R/W Instruction</i>	<i>Dec. 8, 9</i>	<i>4</i>	<i>Florence</i>	<i>CCLD</i>
<i>Foundations in RW Instruction</i>	<i>Jan 12, 13</i>	<i>5</i>	<i>Versailles</i>	<i>CCLD</i>
<i>Reading Diagnostics</i>	<i>Oct. 17</i>	<i>6</i>	<i>Prestonsburg</i>	<i>CCLD</i>
<i>Instructional Strategies for Struggling Readers, GE 3.9 and Below</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>CCLD</i>
<i>Instructional Strategies for Struggling Readers, GE 8.9 and Below</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>CCLD</i>
<i>Study Circle on Reading Research</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>CCLD</i>
<i>Writing Institute</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>CCLD</i>

<i>Teaching & Learning</i>	<i>Date</i>	<i>Region</i>	<i>Location</i>	<i>Trainers</i>
<i>Assessment to Instruction</i>	<i>Oct. 22</i>	<i>6</i>	<i>W. Liberty</i>	<i>Adult Education Academy</i>
<i>Assessment to Instruction</i>	<i>Feb. 11</i>	<i>3</i>	<i>Elizabethtown</i>	<i>Adult Education Academy</i>
<i>Assessment to Instruction</i>	<i>Apr. 1</i>	<i>1</i>	<i>Madisonville</i>	<i>Adult Education Academy</i>
<i>Bridges to Practice I</i>	<i>Jan. 16</i>	<i>3</i>	<i>Shepherdsville</i>	<i>B. Helton/M. Becker-Prezocki</i>
<i>Bridges to Practice I</i>	<i>Feb. 27</i>	<i>5</i>	<i>Winchester</i>	<i>B. Helton/M. Becker-Prezocki</i>
<i>Bridges to Practice I</i>	<i>Mar. 6</i>	<i>2</i>	<i>Glasgow</i>	<i>B. Helton/M. Becker-Prezocki</i>
<i>Bridges to Practice II</i>	<i>Oct. 24</i>	<i>4</i>	<i>Florence</i>	<i>B. Helton/M. Becker-Prezocki</i>
<i>Bridges to Practice II</i>	<i>Nov. 7</i>	<i>2</i>	<i>Bowling Green</i>	<i>B. Helton/M. Becker-Prezocki</i>
<i>Bridges to Practice II</i>	<i>May 8</i>	<i>2</i>	<i>Greenville</i>	<i>B. Helton/M. Becker-Prezocki</i>
<i>Effective Instructional Strategies 1</i>	<i>Sep. 25-26, & Dec. 5</i>	<i>4</i>	<i>Mt. Sterling</i>	<i>Adult Education Academy</i>
<i>Effective Instructional Strategies 2</i>	<i>Oct. 16-17, & Dec. 12</i>	<i>1</i>	<i>Madisonville</i>	<i>Adult Education Academy</i>
<i>Financial Literacy</i>	<i>Sep. 26</i>	<i>3</i>	<i>Elizabethtown</i>	<i>KIFL</i>
<i>Financial Literacy</i>	<i>Oct. 10</i>	<i>5</i>	<i>Lexington</i>	<i>KIFL</i>
<i>Financial Literacy</i>	<i>Oct. 17</i>	<i>1</i>	<i>Madisonville</i>	<i>KIFL</i>
<i>Health Literacy</i>	<i>Oct. 3</i>	<i>3</i>	<i>Elizabethtown</i>	<i>KIFL</i>
<i>Health Literacy</i>	<i>Feb. 2</i>	<i>3</i>	<i>Shelbyville</i>	<i>KIFL</i>
<i>Health Literacy</i>	<i>Mar. 6</i>	<i>6</i>	<i>Slade</i>	<i>KIFL</i>
<i>Health Literacy</i>	<i>Mar. 13</i>	<i>1</i>	<i>Dawson Springs</i>	<i>KIFL</i>
<i>How to Teach so Your Students Can Remember (ESL/ABE)</i>	<i>Aug 15</i>	<i>5</i>	<i>Versailles</i>	<i>K. Olson</i>
<i>Intro to Learning Stations/ Learning Styles</i>	<i>Nov 6</i>	<i>1</i>	<i>Madisonville</i>	<i>Sara Gutting</i>
<i>Intro to Learning Stations/ Learning Styles</i>	<i>Mar 12</i>	<i>4</i>	<i>Florence</i>	<i>Sara Gutting</i>
<i>Using Technology with Instruction</i>	<i>Aug. 15</i>	<i>5</i>	<i>Versailles</i>	<i>B. Burkett</i>
<i>WIN Webinar</i>	<i>Aug. 8</i>	<i>All</i>	<i>N/A</i>	<i>E. Larson</i>

Workshop Descriptions

ABE Assessment

Administering the GED Official Practice Test (OPT) — In this workshop you will be introduced to the various forms, policy, reports and results that make up the OPT. You will learn how to administer the OPT using both the printed and computer-based (PC) versions and how to score the OPT essay. You will also learn the various features available on the electronic version of the OPT including the diagnostic profile. You may even take a portion of the test! But don't worry. We'll use fictitious names to ensure privacy!

Introduction to TABE and Diagnostic Tools — Instructors will learn about the methods and responsibilities involved in planning and administering the Test for Adult Basic Education (TABE), Forms 9 and 10. The workshop is for those who are learning to use TABE 9 and 10, and for those who want to re-familiarize themselves with TABE testing. This workshop has been expanded to include discussion on the various adult learning styles inventories and the GED Official Practice Test (OPT).

English as a Second Language

BEST Plus Implementation Workshop— BEST Plus is an individually administered face-to-face oral interview designed to assess the English language proficiency of adult English language students. It assesses interpersonal conversational communication using everyday language. It comes in two forms, computer adaptive and print based. This training is required before utilizing the BEST Plus. Back by popular demand, our trainer will be Kathleen Olson, a nationally certified BEST Plus trainer and a retired Ohio adult education instructor.

BEST Refresher Training— Half of this workshop is a refresher of the BEST Plus Test, CD-rom, score report and print-based test for instructors who have taken the BEST Plus Implementation training. This training also walks through the BEST Literacy components – introduction, administration, scoring and interpretation of results. Activities include hands-on use of the computer-based software, possible “live” testing situation, and a discussion of when it is appropriate to use the BEST Plus versus the BEST Literacy. This workshop is conducted by Kay Peralta, Scott County.

CASAS-ESL Implementation Workshop — This workshop introduces CASAS-ESL. Teachers will learn how to assess, monitor and document student progress using CASAS. They will learn how to link assessment to curriculum and instruction. The course emphasis is on reading and listening for the ESL student.

How to Teach so Your Students Can Remember (ESL/ABE) — Repetition is important in any learning situation. One learns to play tennis, ride a bike or drive a car through performing the activity repeatedly. In the same way, learning new material or a language requires repetition, but repetition needs novelty to maintain student interest. The presenter will share many creative activities derived from one reading passage to provide valuable and varied repetition for all student levels and in all skill areas.

Orientation to ESL — Engage in activities designed to give a broad overview of ESL topics, strategies and instructional methods. Participants will engage in activities selected to increase their understanding of the ESL student. They will be introduced to ESL topics, strategies and instructional methods that enhance ESL instruction and student achievement and progress. The course uses *Teaching Adult ESL: A Practical Approach* by Betsy Parrish. Experienced instructors may find this course useful as a “refresher”.

Using Authentic Materials for All Levels of ESL Instruction — How can teachers prepare their students for the ‘real’ world? Using authentic materials as teaching tools is a good way to make effective and efficient use of adult students' time by directly addressing their critical needs. The presenter will share multiple strategies for using authentic materials to teach students at all levels. Attendees will participate in a variety of activities using authentic materials. Handouts will be provided.

Family Literacy

Foundations in Family Literacy (Online) — Foundations in Family Literacy for Kentucky is a required training for all new KYAE family literacy program staff. This training is designed specifically for KYAE staff and it contains design and implementation information specific to KYAE Family Literacy programs. Foundations also incorporates adult reading strategies and managed enrollment into its three phases. The course consists of seven hours of online coursework, a two-day face-to-face training and a self-directed activity. The course is delivered in the following phases:

- Phase One – Online coursework. Done at your own pace; however, it must be completed before attending the face-to-face. This must be completed to receive any Foundation PDUs.
- Phase Two – A two-day face-to-face workshop (8:30 a.m – 4:30 p.m.). Both days must be attended in their entirety to receive any Foundation PDUs.
- Phase Three – Self-directed activity coursework and resources that support the completion of a final project. Must be completed to receive any Foundation PDUs.

Prior to attending this face-to-face training, participants must have completed the Foundations in Family Literacy for Kentucky Programs Online course (Phase One).

Leadership

Leadership Excellence Academy, Year One — This is a two-year professional development opportunity that will allow program directors to explore, adapt and apply actual leadership concepts and skills specific to your own adult education program.

Program Director Fall Institute — To kick off the new program year, KYAE is sponsoring a two-day Program Director's Institute (August 21-22) to be held at the Marriott Griffin Gate, Lexington, KY. The Institute is required for all program directors. In addition, each county may bring one instructional leader. Programs with multiple counties must ensure that one director or instructional leader from each county attend. The name of the Institute is "Leadership Matters" and will focus on developing the knowledge and skills of local directors to be strong program leaders focused on quality instruction for their students. Pre-conference and conference sessions will cover issues faced and information needed by program directors in their roles as administrative and instructional leaders. New policies will be presented and sessions will be held around themes such as leadership, personnel and fiscal management and instructional leadership as well as other topics.

Math

CASIO fx-260 Calculator — Adult education instructors will become more familiar with the Casio fx-260 and its use in solving GED-type math problems. Instructors will have the opportunity to participate in activities and strategies to familiarize their GED students with the use of the calculator. The importance of student familiarity with calculator use will be discussed. Instructors should bring a calculator and their personal learning goal for this session (in writing) and be prepared to discuss successful and non-successful calculator activities and strategies they have used with their students.

Developing Learning Stations for Math Instruction — Sara Gutting, a popular corrections adult education instructor from Indianapolis, will return and help us develop math learning stations. This fast-paced, one-day workshop explores math games, manipulatives and student-centered activities. Participants will learn how to revamp math lessons into learning stations and will come away with several learning station activities in math.

Foundations in Math Instruction — This workshop will present mathematics teaching strategies and provide familiarity with available written and manipulative mathematics materials. It will demonstrate a variety of instructional formats and instill confidence in the instructor who hasn't taught mathematics.

Math Refresher — This workshop is designed for experienced math adult educators seeking to brush up on the math instruction best practices for adults. The workshop will also explore games and activities to engage their students. Content includes geometric reasoning, data and graph literacy, most missed math questions on the GED and virtual math games and activities.

Reading/Writing

Foundations in Reading and Writing Instruction — Participants will explore the latest research-based strategies in teaching adults reading and writing at all levels of learning. This workshop provides foundational knowledge and skills in the five components of reading, the writing process, and informal and formal assessment. Participants will be introduced to the various approaches to teaching reading and determine the most effective approach for instruction. They will receive modeling and practice strategies in teaching phonemic awareness, decoding, word recognition, fluency, vocabulary and comprehension. Participants will practice writing strategies that can be implemented with students covering all aspects of the writing process. Participants will focus on teaching the beginning writer, scaffolding the writer, and responding to literature. Participants will also explore various types of assessment that go beyond the TABE in identifying instructional strategies and methods of delivery that affect student learning and retention. Participants will complete an on-the-job application assignment to transfer classroom knowledge and skills to the workplace.

Instructional Strategies for the Struggling Reader: Grade Equivalent 3.9 and Below — (*Two prerequisites: Foundations in Reading and Writing Instruction and Reading Diagnostics*) This workshop builds upon the Foundations in Reading and Writing Instruction Workshop. Participants will receive a more in-depth understanding of the struggling reader and will receive hands-on practical strategies in instruction and structured research-based methods on addressing the needs of literacy-level students. Focusing on the Orton-Gillingham approach, many of these strategies also apply to students whose grade equivalent is 4.0-8.9 yet are having difficulty progressing. These methods have found to be effective with students struggling with dyslexia and other learning disabilities. Participants will also explore other comprehension-based strategies that may be used in conjunction with the Orton-Gillingham approach that will advance students more effectively. Participants will also review barriers and solutions in delivering instruction with this challenging student population. Participants will participate in modeling, guided practice, on-the-job application of strategies and discussion and sharing of tools, resources and lesson plans.

Instructional Strategies for the Struggling Reader: Grade Equivalent 8.9 and Below — (*Two prerequisites: Foundations in Reading and Writing Instruction and Reading Diagnostics*) This workshop builds upon the Foundations to Reading and Writing Instruction workshop and focuses on the literacy needs of adult students whose TABE assessment scores are between 4.0 and 8.9. Participants will receive a more in-depth understanding of the struggling reader as well as research-based, hands-on practical strategies in instruction in the components of reading. The focus will be on vocabulary and comprehension strategies. Participants will also review barriers and solutions in delivering instruction with this challenging student population.

Reading Diagnostics: ARCS & ADRI — (*Prerequisite: Foundations in Reading and Writing Instruction*) The purpose of this workshop is to introduce adult educators to various tools that will assist them in identifying student's reading strengths and weaknesses. Once student reading needs are identified, educators will be able to target instructional strategies more effectively. The Adult Reading Components Study (ARCS) Web site, developed by the National Institute for Literacy, provides various diagnostic tools that can be downloaded for free or purchased. Each assessment tool provides information on student needs based on the components of reading. Once they are administered with a student, the educator may enter the scores and obtain a profile of suggested instructional strategies. The ADRI is a reading inventory that allows an instructor to observe a student's oral and silent reading performance. From observation, the instructor identifies reading miscues and makes informed decisions on instructional strategies, curriculum and materials to use with a student. The ARCS and ADRI may be used in conjunction with one another or as separate tools to gain more understanding on student needs. In this workshop educators will be introduced to the tools and given information and practice on administering the tools with students. Educators will then administer the tools with students, evaluate the results and reflect on their effectiveness. They will then come together to share results and discuss implications for adaptation and practice. *This training is a prerequisite to the Instructional Strategies for the Struggling Reader workshops.*

Study Circle on Reading Research — The study circle will provide an opportunity for adult literacy professionals to engage in an exploration and discussion in the latest research and best methods in reading and writing instruction. In a combination of face-to-face and online delivery over a period of 9 weeks, educators will investigate, share, discuss and apply best methods for teaching reading and writing and retaining literacy students. They will walk away with practical ideas that can be applied to the classroom that will enhance the learning of reading for their students. Topics include reading and writing strategies, using technology in teaching reading and writing, influencing persistence when teaching reading and writing, and implementing various informal assessments in targeting reading difficulties. The study circle will begin with a face-to-face kickoff with a nationally recognized researcher in adult education, resume with online readings, discussions, and sharing and end with a culminating event.

Writing Institute — The institute focuses on writing techniques for beginning to advanced writers focusing on the struggling writer. The institute is based on models from the National Writing Project. The goal of the institute is to improve the teaching of writing that will lead to improvement in student writing abilities. Covering all aspects of the writing process, the institute will provide instructors with a toolbox of assessment and instructional strategies that can be applied in various settings with various types of students. Participants will review the various types of writing including the 5 paragraph essay. They will receive modeling and practice in writing strategies, scaffolding the student writer and providing feedback and coaching for a struggling writer. Participants will participate in guided practice, on-the-job application of strategies learned and sharing of tools, resources, and lesson plans.

Teaching & Learning

Assessment to Instruction: Integrating Assessment and Instruction in ways that Support Student Learning — *(Prerequisite: one of the following assessment workshops: Introduction to TABE and Diagnostic Tools, CASAS Implementation or BEST PLUS Implementation.)* This six-hour workshop is for the instructor who has administered the ABE or ESL assessment, has the diagnostic profile in hand and wonders, “Now what?” Teachers will investigate how to use diagnostic information to plan and deliver instruction that meets student needs.

Bridges to Practice, Session I and II — Estimates indicate that up to half of adults in adult education programs, social services and employment programs may have learning disabilities that have kept them from achieving academic and employment success in their lives (source: Bridges to Practice Web site). The Bridges to Practices Session I training is designed to help instructors/others recognize learning disabilities, screen for learning disabilities, select screening instruments and refer students for assessment. Session II builds on the objectives achieved in Session I and expands to the actual planning of instruction

Effective Instructional Strategies I and II — This comprehensive training program will include a high-quality coaching process; one day of follow-up training and will be offered to any adult educator. The three trainings will be held in three areas of the state (west, east and central). Morehead State University staff will serve as coaches in regional coaching sessions. Activities include viewing instructional videos and discussing effective instructional strategies. The instructional DVDs will be produced for these coaching sessions. Coaches will be available for site visits to programs upon request.

Financial Literacy - This workshop will provide staff with resources and tools that they can use in the classroom to develop and deliver financial literacy instruction to adult and family literacy students. The workshop will address short and long-term financial goal setting, spending, credit, banking, major purchases and assets.

Health Literacy - This workshop will incorporate research from Harvard School of Public Health, Health and Adult Literacy and Learning Initiative, and the National Center for the Study for Adult Literacy and Learning (NSCALL) into a resource that instructors can use for planning health literacy instruction and activities in their adult and family literacy classrooms. Participants will learn strategies for how to introduce health literacy topics into adult subject areas and how to explore Kentucky specific resources that supports health literacy instruction for all literacy levels.

Introduction to Learning Stations and Developing Learning Stations for Learning Styles— In this workshop, Sara Gutting, state workplace trainer in Indiana, will introduce learning stations and provide new learning stations targeting the visual learner, the tactile learner and the auditory learner. She will challenge you to take regular teacher-driven activities and turn them into student-driven learning stations. If you liked Sara's Learning Stations in the ABE/GED Classroom workshops, you will enjoy this refresher workshop and its new material. Come ready to spend the day crafting learning stations to use back in your program.

Using Technology to Drive Instruction, Pilot — Participants will be introduced to ANGEL course development features; work on a team to create a virtual lesson using Camtasia, a Web cam and digital video; use a discussion forum; critique their virtual lesson and share their lessons with other teams. This pilot session is based on Barry Burkett's presentation, "Integrating Curriculum Using Technology" from KYAE's 2007 Fall Regional Conferences. Barry developed and presented his course materials in ANGEL to help students build their skills in reading, writing and use of technology. This course will guide novice and somewhat savvy instructors in the use of various technologies that are available to challenge and engage their students in GED preparation. The session will include review of academic research, use of online discussions and hands-on course development in ANGEL.

WIN Training —A live Web conference covering the WIN curriculum to prepare students for taking the WorkKeys assessment. Attendees will learn about ACT's WorkKeys assessment, the Kentucky Employability Certificate and how to manage WIN as a study resource for the testing process. Following the webinar, attendees will work with the curriculum independently to complete the course.

Online Courses

NRS Online Courses, www.nrsonline.org— (A self-directed activity, SDA_101_0809_KYAE) Gain an understanding of how to collect NRS data and use it to evaluate your program's performance. This Internet site contains several sub-courses. Complete three to earn one PDU. New program directors will complete these modules: What is the NRS?, Data Quality Guide Training Courses, NRS Data Flow, Using NRS Data, Scenarios (extended courses for local administrators) and Data Use Guide Training Course.

Orientation to Adult Education—This online course introduces new adult education practitioners to background information needed to provide services to adult students in Kentucky. Topics include: Adult Education in Kentucky; The Adult Student; Student Orientation and Goal Setting; Assessment; Tracking Student Progress; Special Topics in Adult Education; and Looking Ahead. The course is loaded with interactive activities to build knowledge and quizzes to test understanding of course concepts.

PBS EL/Civics Link— PBS EL/CivicsLink is a flexible online professional development system for adult education ESL teachers. Developed by adult educators for adult educators and tested in the field, this innovative Web-based product is managed by KET. The course covers core issues in teaching ESL and civics.

The Program Director as Instructional Leader — This online course will prepare program directors to be instructional leaders, assisting instructional staff to teach so that students will enter classes, remain in classes and meet educational goals. The course covers adult learning theory, application of theory to programming, and curriculum and instruction by presenting readings in several of the most widely used adult basic education publications and resources.

ProLiteracy Online Courses — These online professional development courses are available through ProLiteracy Worldwide/Proliteracy America. Its membership consists of community-based volunteers and adult basic education members in all 50 states and the District of Columbia. ProLiteracy America provides accreditation, advocacy and technical assistance as well as program and professional development services. KYAE awards one PDU for the completion of two or more of the following online ProLiteracy courses located at www.proliteracy.org. The courses may be paid with PD funds.

<u>ProLiteracy Course</u>	<u>Time/min</u>	<u>Cost</u>
Engaging Students in Learning		
• Contextual Teaching & Learning	60	\$14.95
• Strategies for Building Communities	90	\$24.95
• Active Teaching and Learning	90	\$24.95
Sustain Student Participation		
• Adult Student Persistence: An Overview	90	\$24.95
• Student Retention through Student Success	90	\$24.95
• Should I Stay or Should I Go?	90	\$24.95
• Stopping Out, Not Dropping Out	90	\$24.95
Training Skills		
• Learning through Experience: The Experiential Learning Cycle	45	\$14.95
• Exploring Principles of Adult Learning	45	\$14.95
• Learning Styles and Training Strategies	45	\$14.95
• Training Goals and Objectives	45	\$14.95
• Establishing the Learning Climate	60	\$14.95
• Evaluating Your Training	60	\$14.95
• Questioning Skills	25	\$8.75
• Effective Feedback Skills	25	\$8.75
• Working with Groups	25	\$8.75

Verizon Thinkfinity Literacy Network online campus — The following courses, developed by the National Center for Family Literacy and Proliteracy Worldwide, can be taken online for KYAE professional development credit. Go to <http://literacynetwork.verizon.org/Free-Online-Courses.21.0.html> and scroll to the bottom of the screen to see the course titles

and links. New courses are added periodically. Upon completion, a certificate will be e-mailed to you. Four courses can earn one PDU. This self-directed activity is listed in PDtrack.

Verizon Thinkfinity Literacy Network Courses:

- A Way with Words: Strategies for Strengthening Adult Learners' Vocabularies
- Before, During and After: A Reading Comprehension Technique
- Building Readers: A Guide for Child Care Providers
- Citizenship: Preparing Students for the Interview
- Citizenship: Teaching U.S. Civics for the Exam
- Citizenship: What Volunteers Need to Know
- Component Integration
- Connecting Families and Computers, Part I
- Connecting Families and Computers, Part II
- Creating Community Linkages
- Culture and English Language Learners
- Developing Reading Fluency
- Engaging Hispanic Parents in their Children's Education
- Family Literacy: The Intergenerational Approach to Learning
- Graphic Organizers: Tools for Instructors and Students
- How Can My Organization Get Involved In Literacy
- Increasing Learning Gains Through Intensity of Instruction
- Let's Read Math
- Making Evaluation Work for Your Program
- Making Math Manageable
- Orientation to Volunteering in Literacy
- Parents and Children: Natural Learning Partners
- Phonemic Awareness Instruction for Adult Literacy Learners
- Principles of Adult Learning
- Reaching Out to Homeless and Migrant Families, Part I
- Reaching Out to Homeless and Migrant Families, Part II
- Reducing Student Waiting Lists
- Selecting and Sharing Books with Young Children, Part I
- Selecting and Sharing Books with Young Children, Part II
- Succeeding as an Online Learner
- Supporting Children's Education

- Take Action for Family Literacy
- Teach Me Technology
- Unleashing Potential through Multi-Intelligent Literacy Instruction